

Academy Committee Annual Self Evaluation Report

Academy:	Great Bedwyn CE Primary School
Chair of Governors:	Gill Mortimer
Date:	31 July 2023
Areas of Focus:	
<ul style="list-style-type: none">• School Culture Vision & Ethos• Personal Development & Welfare of Pupils and Staff• Behaviour & Attendance• Extra-curricular Provision• Safeguarding• Engagement & Promotion within Community	
Acquisition of Evidence by:	
<ul style="list-style-type: none">• Regular (twice monthly) Chair/Governor meetings with Principal• Regular AC Visits to capture Pupil/Staff Voice & observe School/Community Activities• Interactions with SLT & Staff through Governor visits (including Specific named Governor roles eg: Safeguarding, Finance etc.)	

Summary

The 22/23 Academic year has been a transitional period from governance performed by the Local Governing Body (LGB) to that performed by the Academy Committee (AC). The Purpose, Role, Responsibilities and Communication modes of the AC have been established using the new Framework for Governance, although the philosophy and pastoral responsibilities have remained largely the same. The changes have taken time to implement and, while there has been promising progress, it will be a while before they can be considered fully embedded.

The AC has welcomed the renewed emphasis on 'The Life of the Child through School' and to look 'through the lens of the child', to properly determine "What is it like to attend our School?" In terms of governance there has been a sound start this year, but ongoing work is required to ensure that the life of the child lies at the heart of everything that we do and in the acquisition of varying evidence to know that is the case. More work will be required to increase the Governor experience of handling pupil, staff and parent voice. Fundamental to this will be a greater engagement with parents/families. While some parents engage fully with surveys, e-mail, and at parent's evenings, the uptake of parent's workshops is currently disappointing despite trialing new formats and times, but a new Parent forum has met for the first time with a good initial response. We need to find the best format for all parents to engage fully.

It has been a challenging year for the school with significant illness, and an inability to find quality supply staff creating significant extra work. The initial plan for Governance projects

needed to be cut back, and all Governors used their individual and team visits to the school to collect pupil/staff voice to start to build a picture of the life of a pupil in Great Bedwyn school. Overall, however, the first year of the newly formed AC has been very rewarding for Governors and has captured good supportive evidence.

Culture, Vision & Ethos: The children feel safe and supported in the frameworks provided for them; they enjoy attending school, know what to do if bullying is experienced or witnessed and they are confident that it would be swiftly dealt with. The children understand the value of good behaviour and its impact on others, know the school rule (Be Kind) and they know our Christian Values and why they are important.

The children have a very strong sense of justice, can understand how disagreements form and they have a mature and Christian approach to conflict resolution using empathy, understanding both sides, friendship and courage.

The children feel valued, and they know their work is valued; they enjoy displaying their achievements and enjoy taking responsibility for their learning. The children appreciate the opportunities for taking responsibility as House Captains, Science Ambassadors, Library Monitors, Eco Monitors, School Council (Voice into action), Act of Worship Organisers and Buddys.

Children are emotionally secure, feel nurtured and are warm and friendly supporters of each other. They are proud of their school, they can articulate what is good and take responsibility for tasks, they feel a sense of ownership and are committed to maintaining high standards.

Personal Development & Welfare of Pupils: Most children can articulate that their education is not just confined to academic achievement, and skills and personal development also form part of what they will need to be successful on their individual journeys through life. The children can identify that by the provision of 'Roots to Grow' they will gain their 'Wings to Fly'. They enjoy partaking in wider activities including the completion of tasks for their Squirrel Awards (KS1) and activities in the 'Wings to Fly' Booklets (KS2) which are directly derived (and recognized as so by the children) from our Christian Values. The PHSRE Jigsaw scheme is as enjoyed by the children as it is highly regarded by staff. Mental Health provision is considered very important, and children appreciate the quiet areas set aside such as the Rainbow Room. Two trained Emotional Literacy Support Assistants use that designated area to provide support to vulnerable pupils. The new Outdoor classroom will provide opportunities for working with children and families from September.

The staff are always vigilant for the needs of pupils and aware and have addressed the anxieties present in some pupils since returning to school after Covid. In the recording of pupil voice, it is evident that some pupils do not partake in the life experiences from home that others are fortunate to receive. It is vital that the school continues to provide enrichment experiences (Visits, Forest School, Residential Visits) and the Principal and

Governors are committed to exploring new ways to provide them. The children appreciate the hot meal at lunchtime.

Personal Development & Welfare of Staff: A significant emphasis is being placed on the Continual Professional Development (CPD) of all staff. Within the Senior Leadership Team, the Curriculum Lead Teacher has been pursuing National Professional Qualifications and there are other staff development opportunities including Teacher Apprenticeships for new teachers, SENDCo qualifications and, for the Business Manager, a Level 5 Business Management qualification. The Principal is working towards a MA in Executive Leadership, the EYFS teacher has almost completed her MA in Mental Health and other training is being performed by the TAs and HLTAs including Forest School and ELSA support. Governor training continues through the NGA, Educare and other MAT schemes.

While the Staff welfare survey yielded positive results, the retention of staff within the teaching profession remains challenging, and particularly disappointing when staff leave the profession after time and resources have been used in their CPD. Several key staff will be leaving teaching at the end of the academic year and their knowledge, experience and outlook will be missed. It is to the school's credit that the impact is not noticed by pupils who remain happy and secure.

Behaviour & Attendance: Disruptive behaviour is minimal in an environment which is considered by pupils to be safe, happy and secure. The children love and respect their teachers, attendance levels are high and, at 96%, above the national average. The children welcome a pupil-led approach to conflict resolution, recently implemented and now embedded within the school behaviour policy. The Voice into Action group produced a pupil-led summary of the Behavior policy making it easily accessible to all. KS2 pupils are beginning to lead and initiate conflict resolution discussions and come to a shared agreement of consequences and outcomes. Early discussions have been made into scoping a programme to engage pupil-led activities and actions into 'Diversity' which will be a focus for next year. In addition to the highly successful Y6-EYFS Buddy system, a new initiative will develop Y3 friendship groups enabling younger pupils to support KS1 children.

Extra-curricular Provision: The school has always aspired to provide a wide range of clubs and extra-curricular opportunities for all pupils. Clubs are run by parents and staff and include Philosophy, Sustainability, Ukelele and other instruments, Choirs, Science, Sports, Chumvi Club in support of the Sheldrick Elephant Orphanage in Kenya. There is a strong uptake and one of the areas for research next year by governors will be capturing pupil voice and evidence concerning the uptake of extracurricular activities.

Safeguarding: Children feel safe in school and can all name a trusted adult. Children recognise and understand the use of lanyards in school and can articulate who should be accompanied on the school premises. Children were able to state that worries could be addressed in class and felt confident that class teachers were a point of contact regardless of whether the worry originated at home or from school.

Children have a good understanding of how they feel safe both at school and in the surrounding community. They can talk to you about areas where they need to take care,

such as the canal, railway station/crossings, and crossing roads. Senior staff members support less confident children to map out places of safety and areas that are not safe within school (for example, the car park).

They understand the dangers of social media and the 'Voice into Action' group have considered additional action to be taken in school to keep everyone safe. Information is shared with parents regularly through the newsletter under the banner "Safeguarding is everyone's responsibility" and includes information regarding online safety, contextual safeguarding matters, and links with the PSHRE curriculum covered at school.

External safeguarding audits (County led) including one of the Single Central Record have confirmed that the school safeguarding offer is thorough, detailed and that safeguarding is a key part of the curriculum. The school has kept in close collaboration with other MAT primaries learning from each other about safeguarding best practices to further enhance what we consider to be a robust safeguarding provision.

Engagement & Promotion within Community: The school is proud of its links to the community in which it is embedded. The children have participated with the Ramsbury Estate on a Fieldmouse Study, River Conservation programmes with ARK, visits to Brendoncare Home, support of Prospect House and, in the Great Bedwyn Village, Daffodil Walks and Easter Bonnet parades for the community. The older pupils regularly serve at the Community Lunches held at St Mary's church and make Christmas Boxes for the vulnerable. Particularly exciting are the pupil-initiated support of local and wider community including Bowel-babe Wig Day, Candles for Ukraine and cake sales for various causes. The children participate in collective acts of worship including visible open-air worship in the bluebell woods and 'Open the Book drama sessions' led by a Christian group of local volunteers. The children read regularly with members of the community and the skills of the local community are brought into school projects, drama and concerts.

The staff embrace these opportunities as they come and always try to encourage children to take a personal and wide interest in the world around them. The children have a mature attitude towards the community; they well recognize that their efforts are helping others and that, where they cannot provide direct intervention (e.g. for elephant tusk poaching), they can raise awareness through the Chumvi Club.

Governor Changes

We have changes to our Academy Committee this year; Hannah Airey and Emily Heaver Parent Governors, Michele Barley Community Governor and Louise Carlise our Deputy Head and Staff Governor all leave the Academy Committee this year and we thank them all for everything they have contributed to Governance and the life of the school over the past four years. We have recruited two new Parent Governors James Eadie & Frances Winn, Jeremy Baker our new Community Governor and we are in the process of recruiting a new Staff Governor.

Gill Mortimer October 202

